

**A Mini-research On
Reading Books Evaluation
(First Phase)**



Sifal Secondary School

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Summary

Evaluation of implementation of reading books from time to time is necessary to figure out whether reading books strategy is ongoing in accordance with DSS vision and mission. Therefore, to discern this, we conducted a mini-research to find out whether implementation of reading books is optimum and as per expectation.

By random sampling, grades selected were 2A, 5, 7 and 10 and the month selected was 'Shrawan'. From each reading book log, the data were recorded under categories 'number of page recorded by the student', number of time parents signed', number of words student has listed' and 'number of times teacher has signed'. Both Nepali and English reading book logs were considered for the month. The study was double-blinded. Data analysis was performed in MS excel.

The study results show that implementation of reading books has not been effective. The result was obvious that analyses did not require statistical evaluation. The maximum percentage of records that could be filled in was for grade 2A (15.9%). The records which could not be fillable were 45.45%, 40%, 62.5%, and 46.4%, respectively in grades 2A, 5, 7 and 10. Similarly, percentage of records not submitted on time when requested to students at two times were 38.6%, 50%, 32,5% and 35.5% respectively in grades 2A, 5, 7, and 10.

The data indicates implementation of reading books as poor. Therefore, prompt improvisation is necessary for its proper and optimum implementation.

Introduction

The foremost aim of DSS is to make its students very strong in language skills. This aim can be achieved only by the well planned implementation of the reading books. Each DSS student has to read two reading books (one Nepali and one English) every month. The book list for each grade is prepared after research from the language department of DSS. The record of what a student has learned are filled in '**reading book log**' which is provided to each of the students. It provides daily log of what a student has read. The student must complete reading two books each month and record necessary data in the reading book log. Parents and language teachers will verify what the students have read and sign. A test is carried out in each month by the language teachers. The test should be completed by the first week of each month. Results of the tests are provided to parents/guardians in the report card in each term in the 'Result Distribution' Day.

Evaluation of reading books from time to time is necessary to figure out whether reading books strategy is ongoing as expected. There are many fields in which process can slip; for example, students might fill in data irregularly or information may be irrelevant to the books, parents might not sign regularly, and there may be some inconsistencies from teachers' side as well. Therefore, to figure out whether DSS and its parents we are following the process, an evaluation study was performed by random sampling.

Methods

The process of carrying out this mini-research is described as below:

Selection of Grades and Month

Random sampling was performed to select the grades to which this mini-research was being carried out. One grade was selected from each of the schools, lower primary, upper primary, middle school and lower high school. The study was double-blind study, only researchers and administrator knew about the grades selected for study so as to avoid possible bias. From the random sampling, grades 2A, 5, 7 and 10 were drawn from respective schools. Month selected for the analysis by random sampling was 'Shrawan'.

Data collection and analysis

- A number of reading book logs was collected for a specific day. Analyst used their judgment as to how many to collect.
- From the reading book logs, data were entered on 'Evaluation_English' and 'Evaluation_Nepali' tabs of [DSS- Reading Books Evaluation - 2075](#) (Gantt Chart of the

project). This is a Google spreadsheet in which data were maintained for recording the data.

- Entering data was completed by the next day of its collection and submitted to the class teachers.
- Data were analyzed in Microsoft Excel Sheet and Google Spreadsheet.

Results and Discussion

The table below shows the distribution of the record filled in by grade.

Grade 2A: Out of 44 fillable data, only seven could be filled (15.9%). Of 37 other records that could be filled, 20 were not fillable (45.45%) while 17 records from could not be filled (38.6%) as students did not bring the log book even if asked twice.

Table 1: Distribution of fillable data by grade

Name	Grade	Book	Total Page	# pages read by the student	# times parents signed	# words student has listed	# times teacher has signed
Student #1	II	Big Red Balloon	48	5 to 10	1	4	2
Student #2	II	Big Red Balloon	48	1 to 68	28	45	28
Student #3	II	Big Red Balloon	48	1 to 48	42	42	42
Student #4	II	आँसुको वर्षा	15	9	6	2	0
Student #5	II	आँसुको वर्षा	15	1	1	1	0
Student #6	II	आँसुको वर्षा	15	1 to 15	8	8	7
Student #7	II	आँसुको वर्षा	15	8	7	16	8
Student #1	V	Going Solo	290	1 to 127	25	34	13
Student #2	V	Going Solo	290	1 to 24	11	20	8
Student #3	V	Going Solo	290	6 to 40	8	52	15

Student #4	V	जाल माथि चाल	32	16	14	26	9
Student #5	V	जाल माथि चाल	32	7 to 32	23	28	17
Student #1	VII	पीपल पाटे तालि	56	5 to 42	15	47	21
Student #2	VII	पीपल पाटे तालि	56	5 to 56	24	51	49

Grade V: Out of 50 fillable data, only 5 could be filled (10%). Of other 45 records that could be filled, 20 had data that could not be filled (40%) and 25 records (50%) could not be filled as reading book log was not provided to researchers even if asked twice.

Grade VII: Out of 40 fillable data, only two could be filled (5%). Of other 38 records that could be filled, 25 were not fillable (62.5%) and 13 records could not be filled (32.5%) as the log was not provided to researchers even if asked twice.

Grade X: Out of 28 fillable data, zero was filled (0%). Of all records that could be filled, students did not have record for month's book for 13 students (46.4%) and 15 (53.6%) did not provide the log even if researchers asked twice.

There could be several reasons why the results of the evaluation are poor. Following are the reasons recorded by the researchers.

- From the log it was not sure whether they have studied the book or not except few students.
- Parents and teachers have not signed regularly.
- Students do not bring log regularly even the analysts insisted (they visited each of classes chosen at least 2 times).
- Parents writing meanings by themselves, not by teachers (especially in lower grade, 2A here).
- The log filled improperly.
- Some students writing 'No difficult words' but parents and teachers have signed on those instances.
- Record of month/date keeping not consistent.

Recommendations

- Strict actions need to be taken to the students who do not fill in the book log systematically.
- An orientation program should be held to explain the process of filling the log.
- A survey may need to be conducted to students and/or teachers to know if current book log is user-friendly to fill in data. If concluded to not to be user-friendly, school may need to devise further simpler log.
- Teachers should handle the book log systematically orienting students how to handle it. Reading books should not be responsibility of language teachers.